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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
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June 29, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Eliminate Rivalry

CIVILIZATION is in jeopardy. There is no continent or country that is adequately stable. The United States appears to be economically, socially, and civically as safe as any country on the globe, but there is a restless element here.

American education appears to have responsibility for stabilizing civilization.

Our expectation is that civilization will be saved by the elimination of rivalries of various kinds. It is evident that there will be no civic stability where there is intense rivalry between aristocracy, autocracy, and democracy.

It is equally hopeless to expect peace and prosperity where races or creeds are at war.

The tragedy of civilization from India and China through Africa and South America, the islands of the southern and northern seas is the rivalry of ages.

American education must be sure to eliminate all rivalry at Los Angeles. I will venture to be very plain spoken editorially, as I cannot be present.

It will be high tragedy if there is any attempt to resurrect the rivalry of the anti-Horace Mann foolishness of the Controversy with the "Thirty-one Boston Masters."

There is no more excuse for not glorifying both Horace Mann and Henry Barnard in American education than there is for making Washington and Franklin rivals in the creation of American Independence, and no one has ever accused Franklin of being a rival of Washington.

There should be as many schools named for Henry Barnard as for Horace Mann, and for Mary Lyon as for either of them.

Henry Barnard can no more play Horace Mann's part in the creation of American education than Benjamin Franklin can be credited with the surrender of the army of Cornwallis, or Washington credited with the writing of the Declaration of Independence.

American education is big enough to honor Horace Mann and Henry Barnard, and no man is big enough to honor either who cannot honor both.

Farming by Electricity

THE yield of high-priced fancy cucumbers was doubled this year by lining the truck garden with electric wires. It virtually makes a hot-house of the truck garden acre.

"Dirt farmers" are warming up in the Far West, but Massachusetts leads the states in the use of electricity on the farms. This is especially true in providing home comforts and in increasing yield from cows and poultry.

John R. Wilson, Paterson

TWENTY-FIVE years superintendent of Paterson, New Jersey, is a great record, not alone for the length of service, but for the achievements. Paterson has always been a record-making city.

Alexander Hamilton made it internationally famous. Then Dr. Nicholas Murray Butler, as a member of the city board of education, gave it high rank professionally. Then I. G. Sargeant came from Vermont, and, as a city school principal and state leader, progressively, gave it added prestige.

Superintendent John R. Wilson has given Paterson a longer service, in peace and prosperity, than has any of the other leaders. He has been a great promoter. He has had the principals, teachers and the public admiringly his co-workers.

There has been no year in the twenty-five that Paterson has not made a real contribution to better citizenship in some worthwhile way. John R. Wilson has remained on his job, has made it his business to have the schools make Paterson a better place in which to live, and he has minded his business nobly.

Nearly a thousand citizens of Paterson banqueted Superintendent John R. Wilson on May 26, and 1,250 city and school officials and teachers signed a memorial volume, and the leading daily paper published in full the addresses of the mayor of the city and of the chairman of the city board of education, and the names of the 1,250 signers to the memorial volume.

Chewning of Evansville

SUPERINTENDENT J. O. CHEWNING of Evansville, Indiana, for the past ten years, is in a class by himself, on a level of professional peace and prosperity quite unapproached, so far as our observation goes.

Evansville, the third largest city in the state, is on the border of Kentucky, which suggests various inherited complications. In the past ten years Indiana has had more calamitous social, civic, and professional disturbances than any state in the Union, and few city superintendents have survived.

It is highly creditable that despite the demoralizing condition Mr. Chewning's temperament, wisdom, and skill have enabled him to avoid unpleasantness, personally or professionally.

Mr. Chewning was principal of the high school during the eight years that Superintendent Benezet introduced an evolutionary administrative scheme for the high school, and he accepted, adapted, and adopted it wonderfully.

When Mr. Benezet resigned to accept a tempting superintendency elsewhere ten years ago, Mr. Chewning succeeded him, and in every way every one has worked happily and prosperously.

The elections of Mr. Chewning and of everybody else have been peaceful and the future is as promising as the past has been enjoyable.

It is a joy to have known the Evansville of the eighteen years of Benezet and Chewning.

W. Scott Ward, Athol

SUPERINTENDENT W. Scott Ward, Athol, Massachusetts, retires after thirty-six years in the superintendency of this city.

The teachers, principals, students, professional men and women, business and other laborers of Athol, and those of neighboring counties, who have been associated with him in various phases of public and welfare activities, demonstrated their admiration and affection in many ways in the closing weeks of his official service.

As professor in Cushing Academy, Ashburnham, as superintendent at Templeton, near Athol, W. Scott Ward has been a vital factor in the communities of which Athol is the notable centre for half-a-century, and no other man, professional or official, has had the same relation to the thousands of families that he has had.

In scholastic attainments, in professional devotion, in civic manliness, in temperamental personality he has left nothing more to be desired.

When he was a student in Tufts College I was a citizen of that city, and President E. H. Capen was one of my most appreciated associates on the Massachusetts State Board of Education and comrade in various civic and professional activities, and all graduates of Tufts College in the early 'eighties carried through life the spirit of their academic chieftain.

Consequently I have prized the friendship of W. Scott Ward in every way through the half-century.

Marion Wade Doyle

THE re-appointment of Mrs. Doyle as a member of the Board of Education of the District of Columbia, by the justices of the Supreme Court of the District, for the term that will expire June 30, 1934, is recognition of eminent service rendered on the Board of Education by Mrs. Doyle.

There is no public office for a woman in the District that is comparable to this, and on no other city board of education is responsibility as great as in the District of Columbia, and Mrs. Doyle has magnified the opportunities for nationalizing the influence of the schools of the District in many ways, which is recognized in her re-appointment.

Education in Coronado

By ALBERT E. WINSHIP

CORONADO, California, is exceptionally interesting civically, socially, and educationally.

The Coronado Hotel is world-famous, and the community life has as distinct and high class personality as has the hotel.

Coronado is a delightful peninsula with the Pacific Ocean and beach on the outside, and San Diego Bay on the inside with a narrow sand strip of several miles connecting Coronado with San Diego.

The temperature is probably the most equable of any equal area in North or Central America. Palms, flowers, lawns are attractive every day in the year. The inhabitants are all worthy neighbors with common interests. They are socially affiliated with attractive literary interests.

The school with its local boards of trustees has been always designed as the background of our civilization. It is the unit closest to the hearts of every home. In Coronado the school is the biggest and liveliest activity in the community. The school in Coronado is not a mere place of children and teachers and administrators. It is the growth-shop of the whole city in charge of an exceptional board of trustees.

The Coronado city schools for the last eleven years have been under the guidance of two administrators of equal rank rather than a single city superintendent. It is a scheme that has had a most harmonious development. Fred A. Boyer is in charge of the elementary-junior high work with a corps of twenty-three; J. Leslie Cutler has charge of the senior school with a faculty of fifteen. The high school has an enrollment of 250, and grammar-junior high of 757. Both schools carry a Class A state rating.

There are two beautiful strictly modern buildings located in the centre of the city. The buildings are so close together that special teachers instruct for both the elementary and secondary organizations, thus making a saving of equipment and room in the departments of home economics, shop, and commercial. The programs are arranged so as to get the greatest use of this outlay. Classes are comfortably housed in all departments. However, in spite of the nine classrooms built four years ago, the board is forced to build four more rooms this summer. This addition is to be built on the pay-as-you-go plan. A late achievement has been the completion of a beautiful bird-bath and tile fountain in the patio between the units of the grammar school plant. The high school was built six years ago to accommodate 400. The outstanding feature of the high school is its strictly modern theatre and equipment, while in the grammar school the points of noteworthy interest are the kindergarten, gymnasium, and the type of classroom. Coronado was one of the first cities in the United States to erect a model kindergarten unit, and its open-air classrooms are of unusual interest.

In the character of her board of school trustees Coronado is truly remarkable. General Joseph H. Pendleton, retired general of the Marine Corps, is a member. The general is very active and enthusiastic in his duties. In fact, from the number of organizations he belongs to, he must feel as busy as when he was president, council and Secretary of State in Santo Domingo. In facetiousness the general has been heard to remark that he spent forty-seven years in the Marines getting ready to become a school board member. General Pendleton is an Annapolis man and a strong Rotarian.

Chester A. Smith is the attorney member. Mr. Smith is very prominent in all civic affairs, and is one of the leading young attorneys of San Diego County. Public education in general, and that of Coronado schools in particular, holds his intense interest. Mr. Smith is clerk of the board. He is a graduate of Cornell University and a Rotarian. With a daughter in the Coronado schools, Mr. Smith has an additional interest in the system's well-being.

A. A. Mathewson is president of the board. Mr. Mathewson is Coronado's leading grocer by vocation, and golfer by avocation. The Mathewsons are the oldest pioneer family in Coronado. Mr. Mathewson, senior, started the first grocery store here in 1887. The business has been continuous. Mr. Mathewson, junior, arrived in Coronado at the age of one year. He is a product of Conorado's grade and high schools. Mr. Mathewson is a graduate of Stanford University. With two children in school he devotes much time and thought to the upbuilding of school affairs.

The Coronado board of trustees is an outstanding board consisting, as it does, of a retired general, a professional man, and a business man. Life is represented in three angles on the board, and that is perhaps why there is such harmony and growth, and is why this board has stood successively for four terms without opposition.

Belding's Page

Consulting the Learner

PRESIDENT SUTTON of the National Education Association has done well to call young people themselves to the platform of the Los Angeles convention. Nothing astonishing may be said by these student spokesmen. But the event will have immense value as an object lesson and example.

Nominally and to some extent actually, the better schools of the country are developing a child-centred education. In order to form such an education, the child must be discovered. How well has this been accomplished?

Educational theorists do not necessarily know either children or youths. A vast amount of research goes on that fails to reveal the true equations of those around whom education is supposed to revolve. It is entirely possible to know a great deal of statistics about the way pupils react to tests without knowing the whole personality or how it is affected by the environment which the schools provide.

To be sure, if all pupills were suddenly persuaded to loosen their tongues before schoolmasters and pour forth their opinions on education, the resulting babel of voices might not yield anything useful. Children are frequently in protest against things which are good for them, or things which cannot very well be changed. Children already criticise schools very freely to parents and intimate friends. Much of their criticism is founded upon distorted observation and exaggerated reports. Sifting out the chaff and keeping the kernels of truth is by no means simple.

On the whole, however, more attention has been paid to determining what the very young learner needs than to determining what the student in the teens and early twenties requires at the hands of teachers. Many of our secondary schools and most of our colleges are built around a tradition of what is good for the student rather than an accurate understanding of what is really best for him in a rapidly changing world.

Students in these older groups are much more capable of analyzing and presenting the faults of instruction, as they see the matter, than are those juveniles to whom experts have been looking for guidance.

College youths, in some instances, have taken into their own hands the criticism of instruction. Undergraduates at Columbia and elsewhere have rated their professors, in a fashion which must be disturbing to some of them—though with surprising gentleness for the most part.

Learning is carried on most successfully when it is a co-operative enterprise. The greatest failures arise from the attempt to superimpose instruction upon unwilling or misunderstood minds. The very fact that respect is shown for the opinions and desires of pupils serves to breed confidence and frankness, and is a move in the right direction. Let us have more of it.

Cheapness the Wrong Appeal

THE cost of one child's schooling in the average city of the United States is estimated at sixty cents a day. This, according to a government bulletin, equals "the cost of a pound of candy or a single golf ball." No doubt this comparison helps to make the cost more concrete and vivid. But the cause of education is too great a thing to need interpretation in terms of how cheap it is.

Most of us remember a certain interdenominational church movement, following the World War, in which people were asked to give "the price of a tire to God." The Almighty never profited noticeably from this plea. Religion has gained more from the urge of sacrifice than from the argument that it doesn't cost very much and so one may as well toss a coin into the basket.

No doubt the public does spend more on chewing gum or cosmetics than upon things of the mind and spirit. But the habit won't be cured by talking about it.

City dwellers of America have allowed educational costs to reach sixty cents per child per day because they believed in education and wanted their children to have it regardless what it cost—so long as the spending was wisely managed.

What citizen wants to think of public instruction in terms of candy and golf balls? Say, if you please, that the community invests in each child's schooling what it may cost to board him in his own home; or that the city and state invest in each child, between kindergarten and university, more than the price of a $1,000 bond, or the amount in normal times that would be paid for a dozen good shares of stock at $100 each.

Not how little does education cost, but how much! And how infinitely good value if it happened to be twice as expensive as it is!

Anson W. Belding

Associate Editor.

Truancy Reduced in Providence

By W. F. REDDING

Director of Attendance Department, Providence, Rhode Island

The causes of delinquency are early discovered and treated. Last year only twenty truancy cases in a school population of about 58,000 were brought into court.

PRIOR to the year 1926 the Department of Attendance and Census of the Providence schools was of the old-type truant officer variety, with functions and methods comparable to those so often depicted in the comic strips of our newspapers. It was responsible directly to the School Committee and not to the superintendent of schools. It consisted of a truant officer, a clerk or two, and a corps of professional enumerators employed during the census taking. Its functions were purely the traditional ones of taking the annual school census and of enforcing the school attendance law with the frequent aid of the police and of court proceedings.

Since 1926 a department of the newer type has been developed. This department is responsible to the superintendent and not directly to the School Committee. The functions have been greatly augmented. In addition to the simple enumeration of individuals between the ages of three and twenty-one, and the enforcing of the school attendance law, the work has more of the nature of social service, and is more scientific in its handling of problem cases. Its attitude has become more that of removing the cause rather than punishing the individual, more that of working with the parents and children than on them, and more that of extending a helping hand in a spirit of co-operation and friendliness than the flourishing of the threatening fist of authority.

Since 1926 the personnel of the department has grown from the one truant officer, the two clerks, and the temperoray census takers, to a director, a supervisor, fifteen home visitors (five men and ten women) and five permanent clerks.

The newer functions, besides requiring an increased personnel, have also demanded workers with a higher type of training. Workers with broader educational backgrounds have been needed. It has become necessary for the workers to have foundations in the fields of social science and education, with emphasis on sociology, psychology, child welfare, mental hygiene, tests and measurements, and other educational subjects that would give a thorough understanding of that which takes place within the schools themselves. A premium has been placed on personalities that are conducive to co-operation with all with whom contacts must necessarily be made. In other words, a trained worker has been developed whose principal duty is to assume responsibility for the study of each person who is a real problem or otherwise unfortunate, be it child or parent, and in a friendly, intelligent, and scientific manner to see that the problem is adjusted for the good of the individual, the school, and the community.

Since 1926 there has been a gradual development of an organization for carrying on this work. The printed forms and rules governing procedures have been revised from time to time, always with the idea of increasing the effectiveness of the department. At present workable printed forms are in use and complete accumulative records of all cases are kept. The city is divided into fourteen districts with a home visitor assigned to each. These districts are outlined with the idea of equalizing the work. Each of the smaller schools always draws its pupils from a single district, and requires services of but one home visitor. The Junior High Schools and other large schools draw from more than single districts. In each of these one home visitor is given the responsibility, with power to delegate to others any or all calls without his district. In the high schools and prevocational schools, drawing pupils from many districts, the workers are responsible for all cases within their respective districts. However, there is no such thing as an inflexible district line, for the good of the service is always considered.

Concerning the manner in which reports are received by the workers from within the schools themselves, little can be said, since it has been found feasible for each worker to conform to the desires of the principals in this matter. It is only important that cases shall be reported on time, carefully adjusted, reported back to the proper person within the school, and recorded at the central office. In some schools the reports are received from and reported back to the principals; in others the co-operation is with the home room teachers; in still others, especially the larger schools, the home visitor makes contact through the class advisers.

The workers travel on a schedule more or less definite, the larger schools being visited daily at about the same time, while calls at the smaller

schools are made only as many times a week as the principal deems it necessary. In case of an emergency, however, it is possible for the central office to locate the worker and have him where needed in a very short time. Another factor contributing to the efficiency of the department is that all workers have automobiles and receive a mileage allowance.

The fourteen districts into which the city is divided also serve as census districts of the respective workers, who act as enumerators in a house-to-house canvass during the month of August. The workers are also responsible for the continuing census within their districts throughout the year. This manner of taking census has proved a very good arrangement, since it not only assures complete returns, but also affords an opportunity for the worker to know his district and the district to know the worker.

The department has a worker who is not assigned to a district, but who has the task of acting as social worker for the clinics. The principal duty of this worker is to ferret out family histories of clinic cases and aid in the follow-up of these cases.

The director and supervisor, besides supervising and formulating new policies for increasing the efficiency of the department, give personal attention to cases that do not respond after a period of time to normal routine treatment by the home visitor. Every such case is taken as a challenge, and methods used depend upon the circumstances, but the social service point of view is taken in every case. There has been developed a co-operative relationship with all social agencies and clinics of the city. In the instance where court action is deemed necessary, the director is allowed to act as his own probation officer. In passing it might be mentioned that court cases have fallen off remarkably and from a school population of about 58,000, public, parochial, and private, there have been fewer than twenty cases so far this year.

Since the beginning of the new-type service there has been much "learning on the job," so that now when a vacancy in the corps occurs, which is happily very seldom, it is quite difficult to find a candidate who has the required background in educational and social work.

The objective towards which the department is working is to make the whole service more and more preventive rather than remedial. Much of the work at the present time is preventive, but there is more and more effort to get the maladjusted child at the incipiency of the maladjustment before the case becomes disciplinary. This in no way means that the department feels that it should assume any responsibility belonging to the school itself, but it is searching for the opportunity of working with the home on the matter at the very beginning, thereby handling the problem when results are easier to obtain and more lasting.

Teachers - Leaders

By ROBERT CLARK
Dillon, Montana

The Need

The pageant of humanity
Unending marches on,
New generations take the place
Of generations gone.
They cannot stop when once they start
And join the eager lines.
They forward march to drumbeat strong
—Inexorable Time's.
"Ho! Whither go?" Then quick reply,
And this is what is said:
"The journey's toilsome roads are rough,
But we go as we were led.
Our earnest leaders led the way,
When we our march began;
They led the way, they showed the goal
And the most desired plan.
So now we go as we were led,
We cannot miss the way.
But, Oh! we fear for those who start
Tomorrow—or today.
They, too, need leaders—fearless, true,
If they wander they are lost;
Devoted guides must pledge their lives
Whate'er the pains—the cost."

The Answer

We do not ask for lives of ease,
We only wish for joy
—For joy in service, not for self,
Self doth itself destroy.
A privilege indeed to lead
Those who the summons hear,
In ways of justice and of truth
And make their prospect clear.
We come, and may we never lead
Our followers astray.
And when our leadership is o'er,
And in some Last, Great Day
We march before the Reviewing Stand,
And there on dress parade,
Though tired out, may we appear
Serene and unafraid—
—As sole reward may we receive
No badge that might be won,
But the commendation dearly prized:
Our Commander's praise: "Well Done."

The Textbook in American Education

By P. A. KNOWLTON

Editor, Educational Department, The Macmillan Company

NO ONE can write "the best arithmetic" without an intimate acquaintance with what has been going on in the subject of arithmetic. Standards, curriculums, and researches both important and petty, authoritative and worthless, must be known to him. He must be steeped in the technical, specialized lore of his subject, but I submit to you that such a course of self-instruction is no more a guaranty of success in textbook authorship than a college course in fiction-writing guarantees success as a novelist. Along with a host of ponderables, imponderables play a large part in textbook writing as in any other form of creative art. I say "art" advisedly. Even in these days of mechanized education we need artful teaching, and the successful textbook is a book which translates artful teaching into textbook terms. It is easier, perhaps, to inject a little of the divine fire into a reader or a geography than into an arithmetic, but even in the most quantitative subjects that extra quality that goes beyond mere adequacy is the quality which delights children and teachers and pays the author royalties and the publisher profits.

I am far from claiming for the average or even the exceptional publisher's editor a superior prescience that enables him to put his finger unerringly on this quality and to predict from the color of an author's eye and the curl of his hair when it will appear. I merely insist that rainbow-hunting for this quality is one of the basic pursuits of a publisher wherein he encounters many more disappointments than discoveries.

This brings us to the moot point of the relationship between educational research and schoolbook publication. I grant you that nine-tenths of the claims made by authors with reference to advance tryouts of their materials are ill-founded. Often they are based upon too few data. Often they have been carried out within the author's immediate sphere of influence and the results have been interpreted in too lenient a manner. Often they just did not exist. For a publisher, therefore, to participate in financing and interpreting experimental data is wise, and in some cases it is essential.

I sometimes wonder if school people fully appreciate the extent to which the schools of today are the scene of an educational tug-of-war between two largely incompatible forces of modernism and progressivism. On the one hand, aptitudes and attainments are everywhere being measured and the pupil is tested and studies, is retested and studies again, until he is fairly dizzy. On the other hand, the idea of self-activity and educational freedom would sweep aside formal requirements and enthrone airplanes and ships and post office, minus the kissing of a generation ago, in place of the three R's. Few textbook authors, and few textbook appraisers, maintain an equable balance between these two enthusiasms or between either of them and plain horse sense.

The publisher, on the other hand, finds his task sadly complicated. A generation ago, or even a decade ago, he published advanced books for the up-and-coming, and reactionary books for the mossbacks, and found a large market for both. Today the up-and-coming are of two species, and of each there are many sub-species. Curricular requirements show a chaotic lack of uniformity. There are a hundred courses of study, all faithfully followed, where there used to be ten, and a premium is being placed upon the publication of commercially speculative books for each subspecies. Neither an author nor a publisher has the incentive which he had ten years ago to bring out a truly national great book, yet it is only such books, the sale of which continues over a period of from five to thirty years, that are in the long run profitable.

Curriculum activity runs neck and neck with testing and measuring activity in the race for research honors, and runs wild much more frequently because the rules of the race are less definitely formulated. Yet it is research activity in the curriculum field that necessitates most of the new textbooks of today. Rule-of-thumb methods applied to textbook making unrelieved by the author's and editor's vision and personality are bad, but rule-of-thumb methods applied to textbook appraisal, unless about fifty per cent. of the weighting is reserved for non-scorable qualities, are horrid.

This brings us squarely up against the score card question. I have seen many score cards, and made many, and I have been ashamed of myself every time I have done it. I know of no bit of propaganda which permits of the exercise of such devilish ingenuity. You can make a score card look like the most objective instrument on earth, yet it will involve a perfect set-up for the book you want adopted. Perhaps you may contend that the way to obviate this difficulty is to prepare an extremely comprehensive score card for books in all

subjects and then adapt it to individual subjects. If you do this you cannot adequately provide for the peculiar excellencies that ought to be found in worthy books in individual fields. I know of at least one textbook—who wrote it or published it I refuse to tell—that represented an entirely new conception of its subject, manifestly sound. That book deserved ninety per cent. of the business and would not have received ten per cent. of it if judged by any previously arranged scoring device.

Members of a textbook committee can profit immensely by permitting a bookman to point out the excellencies of his text, and, if they so desire, from a bookman's legitimate exposure of his competitor's fallacies. But they should view a publisher-produced score card with abhorrence. Let them make score cards if they will, but let these cards be simple. Let them serve as a convenient means of summarizing the results of previous undirected study. Textbooks in no two subjects, and no two textbooks in the same subject, can be examined fairly by use of an elaborate and wooden set of standards.

A new textbook, like a new manuscript reviewed by a publisher's editor, should first be skimmed with an open mind which is looking for impressions concerning every aspect of the author's work at one and the same time. Later, if you become suspicious that inadequacies exist, you have plenty of opportunity to verify your suspicions. A long and complicated score card, however, will seldom be used faithfully and with discrimination as a measuring instrument. It encourages bluffing on the part of the committee, whose members are often called upon to examine many textbooks as an extra duty.

—*Educational Administration and Supervision.*

A Distinguished Book House

By ANSON W. BELDING

ONE of the most interesting things the editors of this magazine did in preparation for the "Fiftieth Annual Summer Number," issued the eighth of June, was to take down some of the old bound volumes and glance through them.

In the course of this browsing we came upon a number of display announcements of "John Allyn, Publisher."

John Allyn—as many of our readers know—was the founder of the firm now bearing the title "Allyn and Bacon."

Inquiry from the present officers of this firm elicited the facts from which the following brief sketch has been written.

The business career of John Allyn began in 1868, when he joined the University Bookstore in Cambridge, conducted by Sever and Francis. The bookstore, which was located in Harvard Square, had undertaken the publication of several textbooks prepared by Harvard professors—Greek works by President Felton, chemistry and physics texts by Professor Cooke and the philosophical writings of Professor Bowen.

Two years later, in 1870, Mr. Allyn bought out the book list of the University Bookstore and launched a business of his own in Boston under the name of John Allyn, Publisher and Importer.

This was the first schoolbook publishing business in New England.

It was in 1886 that Mr. Allyn created a sensation in the publishing field by producing Kelsey's Caesar, containing colored illustrations and plans and an interesting and helpful introduction.

Dr. George A. Bacon was at that time principal of Syracuse High School. He had traveled at one time as a salesman for Ginn and Heath, and had made the acquaintance of Mr. Allyn. The Kelsey edition of Caesar's Commentaries won Dr. Bacon's admiration, and two years later he joined Mr. Allyn in Boston, under the firm style of Allyn and Bacon (1888).

Dr. Bacon was already a recognized leader in secondary education and had published for several years a magazine called The Academy, the official organ of the Associated Academic Principals of the State of New York, of which he was a founder.

Walker's Physiology was one of the first texts to be acquired by Dr. Bacon's efforts for the house of Allyn and Bacon—a house which at that time did its business in a single room, with but one worker besides the two partners.

By careful selection of meritorious texts and by vigorous effort, the firm increased its sales and gradually established branch offices in other cities.

Charles E. Bacon, present general manager, became connected with the business in 1896, although he had begun work in the shipping department while a student in high school a few years earlier. Paul V. Bacon took up his duties in 1897, after a similar preliminary breaking in. The latter has been editor-in-chief of the firm's publications since 1919. Both are sons of the late George A. Bacon.

The two sons became members of the firm in 1919, and have been largely responsible for carrying on the splendid tradition of this company, and maintaining its reputation for high grade publications for the use of secondary schools and colleges.

Edmund Vance Cooke

By ALBERT E. WINSHIP

SCHOOL biography is important for teachers and students. It must have several appeals to be valuable as biography for education.

Edmund Vance Cooke as boy and man is an admirable example of appeals of biography in education.

Teachers and students have heard him lecture with selections from his attractive verse in every state in the Union many times, and new verses from his pen appear in the periodicals many times every year, and he brings out a new book of verses every year. He is very much alive to the welfare of humanity all the time.

He has written some things that will never die. For example, his poem, "How Did You Die," written early in his career, is as universally known as Longfellow's "Village Blacksmith," "The Chambered Nautilus" of Oliver Wendell Holmes, or Whittier's "Snow Bound."

HOW DID YOU DIE?

By EDMUND VANCE COOKE

Did you tackle that trouble that came your way
  With a resolute heart and cheerful?
Or hide your face from the light of day
  With a craven soul and fearful?
Oh, a trouble's a ton, or a trouble's an ounce,
  Or a trouble is what you make it,
And it isn't the fact that you're hurt that counts,
  But only how did you take it?

You are beaten to earth? Well, well, what's that?
  Come up with a smiling face!
It's nothing against you to fall down flat,
  But to lie there—that's disgrace.
The harder you're thrown, why the higher you bounce,
  Be proud of your blackened eye!
It isn't the fact that you're licked that counts;
  It's how did you fight—and why?

And though you be done to the death, what then?
  If you battled the best you could,
If you played your part in the world of men,
  Why, the Critic will call it good.
Death comes with a crawl, or comes with a pounce,
  And whether he's slow or spry,
It isn't the fact that you're dead that counts,
  But only how did you die?

That which really makes Edmund Vance Cooke a fascination with school boys and their teachers is the fact that at fourteen years of age he sold a story to a magazine, and has sold verses to nearly a hundred magazines since then.

He cannot remember a time when he did not like to rhyme. It was as natural for him to make jingles as for some boys to whittle or whistle.

There is nothing unusual in his life till the death of his father, when Edmund was fourteen. He always earned money in various ways, had to earn all his spending money, buy his clothes, buy books, and pay for special lessons. His was the life of a boy with a good spirit and purpose.

When his father died he had to go to work on a real life job. He had been doing odd jobs for the White Sewing Machine Company, and he got a position in their office at once, and remained with them until he was twenty-eight years of age.

During all of those years he was very busy in his evenings and in spare time, he was always a member of some club or organization, often creating literary or debating societies. Public speaking and writing were always interesting to him.

His first real literary adventure was launched when he went with the White Sewing Machine Company. He sent a child's story to the "Golden Days," a juvenile magazine of 1880. It was accepted and paid for, and the editor wrote appreciatively, and asked that he send other articles.

That check, small as it was, and that letter from the editor made Edmund Vance Cooke resolve to making writing his chief business in life.

He remained on his job with the White Sewing Machine Company for fourteen years, but his evenings were spent in writing stories and verses and sending them to periodicals. He was never disheartened if they were returned. There were frequent acceptances and occasional checks, and he knew he was writing better and better all the time. Those were interesting years, years of interest to school boys and teachers today.

When he was twenty-six years of age the Putnams published his first book of verse. There were fifty of his poems in "A Patch of Pansies." Every poem had been published in some first-class periodical, and had been paid for.

The terrible business depression of 1893 came on when this first book of poems came from the press, and he was cut loose from his job, and for thirty-seven years has enjoyed the thrift of his voice and pen.

It was my good fortune to be lecturing in all the states with a series of lectures on "Authors Whom I Have Known," one of which was on "Authors Who Are a Present Delight," and Edmund Vance Cooke was one of the high men in that group, and I always recited from his poems.

I have followed his fame with consuming inter-

est through the years. He has met every known crisis magically. Some of the titles of his books of poems will indicate the spirit of his leadership in thought.

"The Uncommon Commoner." "I Rule the House," "A Morning's Mail," "Just Then Something Happened," "Cheerful Children," "Brass Tacks," "Companionable Poems," "From the Books of Extensions," "Going Through the Zoo," "Mark and May at Work and Play," "Playmates of Other Nations," "A Handful of Holidays," "How the Cat Taught School."

His lectures are always creations, always have poems created for the present interest of his audience. He might almost be styled "Will Rogers in Verse."

Edmund Vance Cooke is never a misfit. There is never a false note professionally, socially or civically in any sentiment or pleasantry. He is safety first with illumination and fascination.

Co-operation Between Home and School

By JOY ELMER MORGAN

Editor, Journal of the National Education Association

THE home is the first school and the last. It is the oldest unit of civilization. Nations have risen and fallen. Races have come and gone. Great arts have been discovered and lost. Monuments have crumbled. But the home lives on.

It is founded upon natural affection, mutual faith, and common aspiration. It is the richest soil that has ever been given for the development of the child. Within its sacred precincts are cherished the virtues and the dreams of countless generations of the finest men and women the race has produced. The ideals for which it stands constitute a cumulated wealth far beyond our material heritage.

The common school is America's greatest contribution to the advance of the race. We have more young people in our high schools and colleges than all the rest of the world combined. The common school has helped America—

To conquer her vast frontiers.
To assimilate diverse races and nationalities.
To lift womanhood to the highest level of all time.
To develop large-scale industry.
To lift our standard of living to the highest level ever known.
To outlaw beverage alcohol and war.

And to set in motion forces of idealism, intelligence and purpose which shall create upon this continent a new civilization worthy of the promise of democracy.

The common school of tomorrow will include virtually the entire population, both children and adults. It is almost impossible to over-emphasize the lifting force of rightly conceived, rightly managed education. It is the process by which civilization grows. The teacher stands on the unlimited frontier of human possibility—a frontier that transcends time and space and leads on and on and on. We shall double the number of teachers. We shall free them and pay them and honor them beyond our most generous dreams of today. We shall do all this gladly and eagerly because of the richness which teachers add to our lives.

It is an inspiring circumstance which brings into one vast co-operation the forces of home and school. The two great institutions need each other. They have a common motive and a common purpose. Neither can do its best without the full understanding and support of the other. Every parent has a right to know and love the teacher of his children. And every teacher has a right, a duty to know the parents of the children in her charge. Children are deeply impressed by the mutual respect of their parents and teachers. It helps them to value their homes and to appreciate their schools.

The age in which we live presents peculiar and difficult problems for both home and school. I have just received a telegram saying that the experts who are studying our far-reaching problems of unemployment are recommending that the 1931 graduates of our high schools and colleges remain for another year in school, when conditions will be more favorable for their absorption into the occupational life of America.

In that recommendation the officers of the National Education Association have joined. It is a proposal of great magnitude and significance affecting the lives of literally hundreds of thousands of young people. Such a proposal presents huge problems of finance and organization, but what an opportunity it is for the enrichment of American life!

Have We Over-emphasized Heredity?

By O. MYKING MEHUS

Northwest Missouri State Teachers College, Maryville, Missouri

WE ALL realize that both nature and nurture are important factors in the development of human beings. The part played by each is a mooted question and able writers are found on both sides. On the side of nature we have men like Terman, McDougall, Grant, and Goddard. On the side of nurture we have Watson, Bagley, Bernard, and Freeman. In this paper we propose to summarize some of the investigations that have been made in this field, and to briefly and critically analyze them.

The first investigation along these lines was that of Sir Francis Galton, who made a study of "Hereditary Genius" in 1869. He showed that the noted men of England ran in certain families, and drew the conclusion that genius was a matter of heredity, that it creates its own opportunity, that it is irrepressible, and that anyone gifted with genius will not fail to rise to eminence and renown.

It is of course true that genius did run in families as Dalton said, but he did not prove that that genius was due entirely to heredity rather than to a favorable social environment. The children in these families had every educational and cultural advantage and this, rather than the germ plasm, possibly accounts for their later fame. At any rate, even Terman[1] recently admitted that Galton did not prove whether it was due to nature or to nurture. The facts in Galton's study hardly warrant the assertion that genius is irrepressible, and that every potentially great man has developed to the utmost of his capacity.

On this point H. G. Wells[2] says: "England alone in the last three centuries must have *produced scores of Newtons who never learnt to read, hundreds of Daltons, Darwins, Bacons, and Huxleys, who died stunted in hovels, or never got a chance of proving their quality.* All the world over, there must have been myriads of potential first-class investigators, splendid artists, creative minds, who never caught a gleam of inspiration or opportunity, for every one of that kind who left his mark upon the world."

An able reply to Galton's study was the investigation made by De Candolle in his *Historie des sciences et des savants depuis deux siecles,* which was published in Geneva in 1873. This treatise is briefly summarized by Peter Sandiford[3]. De Candolle contends that the environment was the chief factor in the production of scientific genius. He analyzes 212 scientists in Paris, 235 in London, and 105 in Berlin with respect to the environmental pressures that caused them to become outstanding in their respective fields. He points out that most of these men belonged to the rich and leisure class and therefore were able to secure a good education in their youth, and in later life they did not have to spend their time earning a living, but could devote their time to intellectual pursuits. Other factors were the freedom to express and publish their opinions, a public opinion favorable to science, and a clergy that was friendly to education.

Another well-known study of genius carried on in Europe was the investigation of the great men in France carried on by Odin in 1895, and admirably presented in our language by Lester F. Ward[4] in 1906. Ward maintains that it is the social environment that brings out genius. He analyzes the different environments as outlined by Odin—physical, ethnological, religious, local, economic, social, and educational—and shows how these environments influenced the 6,382 great men of France who lived in the five centuries preceding 1825.

Ward's study has been summarized by Ira W. Howerth,[5] who points out that the following conclusions were reached:—

1. That while it would be an exaggeration to conclude that the action of the physical or geographical environment has been *nil* or only insignificant, its role in the production of men of genius has never been preponderant.
2. That race differences have no appreciable influence in producing men of talent and genius, the civilized races, at least, being equally fertile in that respect.
3. That the religious environment exerts a perceptible influence, but that it is impossible to determine how much.
4. That density of population, while doubtless a potent influence in civilization, is not, in and

1. "The Twenty-Seventh Yearbook of the National Society for the Study of Education, Nature and Nurture." Part 1, Public School Publishing Company, 1928, p. 2.

2. "The Outline of History." Macmillan Company, 1920, p. 589.

3. "Educational Psychology." Longmans, Green and Company, 1929, pp.18-19.

4. "Applied Sociology." Part II, Achievement. Ginn, 1906, pp. 113-281.

5. "Universal Education and the Increase of Genius." Educational Review, Vol. LXIII, January, 1922.

of itself, the real factor, the great generator of men of genius. Cities, however, are more prolific of genius than rural communities.

5. That the economic, social, and educational factors are the real determinants of the amount of genius manifested. These are the main factors which provide opportunity, so that the general conclusion reached is: Genius is dependent upon economic, social, and educational opportunity.

This last conclusion is especially significant since this is undoubtedly the most comprehensive study ever made concerning the influences that tend to bring out genius in a population. Contrary to popular belief this study shows that most of the great men do not come from the rural communities. Thirteen times as many French men of letters were born in the cities as in the country, and in Paris it was thirty-five times as many. The stimuli found in the cities are highly favorable for the development of a genius and Ward says that it is impossible for a man of genius to attain eminence and remain all his life in the country. However, it is undoubtedly true that the city acts as a selective as well as a productive factor.

The economic environment was found to be important, for only nine per cent. of the eminent men were poor, while ninety-one per cent. were well-to-do. The social environment was about equally effective, for ninety and two-tenths per cent. of the eminent men of letters were from the upper classes, and only nine and eight-tenths per cent. were of lowly birth. Ninety-eight per cent. of them received a liberal education in their youth. In commenting on this latter point Odin said: "Everything forces us to admit that education plays a role not only important, but vital and decisive in the development of men of letters. It acts not only upon average nature, but also, and with quite as great intensity, on talent and genius." Thus a thorough, liberal education for all seems imperative if we are to develop the maximum number of geniuses.

Ward's reaction towards this study is expressed in the following terms: "So far as the native capacity, the potential quality, the 'promise and potency' of a higher life are concerned, those swarming, spawning millions, the bottom layers of society, the proletariat, the working classes, the 'hewers of wood and drawers of water,' nay, even the denizens of the slums. . . . are by nature the peers of the boasted 'aristocracy of brains' that now dominate society and look down upon them, are the equals in all but privilege of the most enlightened teachers of eugenics."[6]

It may be that this statement by Ward is rather strong, but undoubtedly he overemphasized his point in order to protest against the practice prevalent in the past of neglecting the latent possibilities of the masses, and stressing rather the education of the few. Today we are giving the masses a better opportunity than ever before, and it will be of great interest to see to what extent Ward's statements will prove to hold true.

A study similar to the one carried on by Odin in France is the study of J. McKeen Cattell on "American Men of Science," which was first published in 1906, and since revised three times. This study supports the view that leadership is developed through social interstimulation. A summary of the findings is given by C. Terrance Pihlblad[7] as follows:—

"Cattell finds that American scientists are many times more likely to be born in the eastern part of the United States than in the southern part; many times more likely to come from states with large cities than from those predominantly rural. He finds, for example, that the probability of a youth born in Massachusetts becoming a scientist was fifty times as great as that of a youth born in Alabama or Georgia. It would be hard to believe that selective influences working in the migration to these areas had produced in New England a stock fifty times more fruitful of scientists than the southern stock. A much more plausible explanation would find the difference due to the superior social stimulation of the towns, factories, small farms, strong churches, schools, colleges, libraries, and newspapers of New England, influences which were largely absent in the rural south of a generation ago. When he divided up his group of scientists on the basis of occupation of fathers, Professor Cattell found that the professional classes contributed, in proportion to their numbers, about four times as many scientists as did all the non-professional groups."

In commenting on Cattell's study, R. H. Gault[8] says: "The isolated life of the farm and plantation, the mechanic's bench and the desk of the manufacturer and the merchant, are not conducive to intellectual leadership in science because their social environment does not supply such stimulation, at least not in sufficient measure."

This study clearly brings out the tremendous importance of the right kind of a social environment in the development of latent abilities. As mentioned above, the educational opportunities seem to be all-important factors in determining the number of geniuses a given community will produce.

The three studies that have received the most attention in this country, at least from the popular mind, are the studies made on the Kallikak family, the Jukes family, and the Edwards family. Since

6. Ibid, p. 55.

7. "Possible Applications of Mental Tests to Social Theory and Practice." Published Ph. D. thesis, University of Missouri, 1925, p. 32.

8. "Social Psychology." Holt, 1923, p. 227.

these studies are quoted so often to prove the tremendous influence of heredity on such matters as crime, pauperism, feeblemindedness, sex delinquencies, and immorality in general we want to examine these studies rather critically.

According to the account of the Kallikak family, Martin Kallikak was a soldier in the Revolutionary War, who, in his campaigns, came to an inn where he met a feeble-minded barmaid, with whom he had illicit sex relations. An illegitimate son was born to this barmaid, who founded a line of degenerates that has cost the country many million dollars and has been a menace to society morally. On the face of it, this looks like a clear case of the baneful influence of bad heredity. Later Kallikak married a Quakeress of good stock, and their descendants were respectable citizens.

Dr. H. H. Goddard, the author of this study, concludes: "The fact that the descendants of both the normal and the feeble-minded mother have been studied and traced in every conceivable environment, and that the respective strains have been true to type, tends to confirm the belief that heredity has been the determining factor in the formation of their respective characters."

However, when we analyze this study more closely we find that there are several points that must be cleared up before we can accept this generalization. In the first place there is no scientific evidence to show that this barmaid was actually feebleminded. The mere fact that she was a barmaid does not prove anything in regard to her mental condition, as at that time being a barmaid was a frequent occupation for women in France and Belgium, and this custom was transferred over to this country. Many of the barmaids were perfectly respectable girls, and may be likened to girls working in restaurants or ten cent stores at the present time. The fact that she was a barmaid, we repeat, is no evidence that she was feebleminded and sexually delinquent. On the other hand, she may have been seduced by Kallikak.

What was the attitude towards an illegitimate child and its mother in those days? Hawthorne's "Scarlet Letter" gives a good presentation of the prevailing attitude towards such unfortunates. Society would be against the child all its life, and it would never be allowed to forget the misstep that its mother had taken. The "old hens" and the young "rakes" would look upon the mother as public property. What chance would a mother like that have of securing a good marriage? She would be socially ostracized, and would have to seek her companions from the lower moral strata of society where the child and its mother would be compelled to associate with people of loose morals. And such an intolerable situation would undoubtedly lead them to sex indulgences and drink. Later in life this illegitimate child could not seek his mate from the better homes, but would have to marry some one who was socially outcast like himself. No wonder such a situation would cause his children to become moral degenerates like himself. This bad social environment played its part generation after generation.

Criminologists are agreed today on the fact that criminality and moral degeneracy are not passed through the germ plasm from one generation to the next, but are due to the social environment in which the child lives. A few years ago Jane Addams discovered that there was a great deal of juvenile delinquency in a certain section of Chicago. She induced the city to establish supervised playgrounds there and as a result juvenile delinquency decreased thirty-three per cent. Heredity had not changed one iota—it was the social environment that changed.

The Kallikak study further showed that one of the men married and moved away, and he had a perfectly good line of offsprings. A daughter of a prostitute moved away and her family turned out well. Here again we have no evidence that their germ plasms were different from the others, but we do know that their social environment was decidedly improved.

Furthermore, when the Kallikak study states that 143 feebleminded can be traced from the union of Martin Kallikak and the barmaid, we have to point out the fact that the criteria for feeblemindedness was certainly not scientific. No mental tests were given. In fact many of the people diagnosed in this study had been dead a good many years. Drunkenness and sexual delinquency were accepted as indications of feeblemindedness. It may be that indulging in intoxicating liquors does show a lack of mental ability, but it has not yet been established as a scientific test for feeblemindedness!

The story of the Jukes family is similar to that of the Kallikak family. Max Jukes was a happy-go-lucky hunter and fisher, who was born about 1730 or 1740. He lived in the Adirondack region in New York, and tried to eke out a living in the barren and rocky region. He was a hard drinker and was not overly enthusiastic about working. There were no schools in the region, no religious influences, and no high moral codes. His daughters were "comely in appearance and loose in morals." It is to be expected that under these conditions the results were not of the best. We find that the young men of the surrounding cities visited the Jukes women, resulting in illegitimate children being born. Often these young men were of the so-called "best blood" in the state. From these ancestors Dugdale, the author of the study, has attempted to trace a line of degenerates.

He shows that these descendants of Max Jukes were noted for harlotry, pauperism, syphilis, intemperance, crime, idleness, blindness, insanity,

and feeblemindedness. How these things can all be blamed on the germ plasm of Max Jukes is indeed hard to understand. Certainly immorality is not transmitted through the germ plasm; neither is pauperism nor idleness. Intemperance and crime are clearly due to the social environment.

Clarence Darrow[9] has, with great insight, analyzed the tragedy of the Jukes, and he points out how it can be traced to the bad social conditions rather than to any defect in the germ plasm. He says: "The Jukes story is the story of any number of other families environed as they were. Living in a sterile country, surrounded by poverty, condemned by conditions which have always been common to certain localities, they developed a manner of living and acquired a reputation which as social heritages were passed on from generation to generation."

Dugdale pointed out that the Jukes who moved away from the community tended to live better moral lives, and that the establishment of factories in nearby villages raised the moral tone of the community as it led to the establishment of homes in which more privacy was possible. It was the social environment that was changed, not the germ plasm.

The Edwards family has been traced from Jonathan Edwards, who was born in Connecticut in 1703. He was one of eleven children. His parents were Timothy Edwards and Esther Stoddard. Timothy Edwards was the son of Richard Edwards and Elizabeth Tuttle. He was the only son of this couple. Richard Edwards secured a divorce from Elizabeth Tuttle and then married Mary Talcott, to whom five sons and one daughter were born. The descendants of this union showed no particular greatness, so it is clear that the important person in this genealogy is Elizabeth Tuttle, Jonathan Edwards' grandmother. Fortunately we have some information in regard to her which is of extreme interest to those who maintain that immorality is transmitted through heredity from generation to generation.

Davenport,[10] who is a strong believer in heredity, has this to say in regard to Elizabeth Tuttle, the grandmother of Jonathan Edwards: "From two English parents, sire at least remotely descended from royalty, was born in Massachusetts, Elizabeth Tuttle. She developed into a woman of great beauty, of tall and commanding appearance, striking carriage, 'of strong will, extreme intellectual vigor, of mental grasp akin to rapacity, attracting not a few by magnetic traits, but repelling' when she evinced an extraordinary deficiency of the moral sense. 'On November 19, 1667, she married Richard Edwards, of Hartford, Connecticut, a lawyer of high repute and great erudition. Like his wife he was a very tall man, and as they both walked the Hartford streets, their appearance invited the eyes and admiration of all.' In 1691, Mr. Edwards was divorced from his wife on the ground of adultery and other immoralities. The evil trait was in the blood, for one of her sisters murdered her own son, and a brother murdered his own sister." This last statement, remember, is made by Davenport, a strong believer in heredity.

Every school boy has heard of the fame of the Edwards family, so it is not necessary to go over that tale here. However, does it not seem strange that if immorality is a matter of inheritance in the case of the Kallikaks and the Jukes, that the moral deficiency of Jonathan Edwards' grandmother was not passed on to some of her descendants? Certainly if immorality were transmitted through the germ plasms in the Jukes and Kallikak families, the same law should hold true in regard to the Edwards' germ plasm. The true explanation is, of course, that in neither of the three families or in any other family are moral traits, good or bad, transmitted through the germ plasm. Character is formed in the social environment in which people live. Training is the important thing in character formation. Is it not clear that the Edwards family has achieved fame because of the moral character, love for learning, and educational opportunities that have been part of their environment generation after generation rather than because of any potential greatness found in the germ plasm of Jonathan Edwards?

We do not want to leave the impression that we consider inheritance of no importance, for we realize that one cannot make a silk purse out of a sow's ear. But on the other hand, we feel that the part played by the social environment has been neglected entirely too much in the past. Genius and high mental ability are latent in all classes, and are brought out under a favorable social environment. Genius is not irrepressible, but needs the stimulation of a proper environment in order to be developed.

A few hundred years ago the peasants in Europe were considered as being incapable of acquiring an education; and yet today the descendants of those same peasants are ruling Europe and convincing the world that all they needed to prove their worth was educational opportunity. The same is true of the great mass of common people in our own country. Therefore, we believe that social progress can best be attained by equalizing educational opportunity so that every child will have a wholesome and stimulating environment in which to develop his personality, build a clean character, and lay the foundation for intellectual acumen.

9. Clarence Darrow, "The Edwardses and the Jukses." The American Mercury, Vol. VI, No. 22, October, 1925, pp. 147-157.

10. C. B. Davenport, "Heredity in Relation to Eugenics." Holt, 1911, p. 225.

City Superintendents of New Hampshire

E. Year Elected; P. Promoted; F. Place from Which Elected; S. Present Salary

Berlin—Frank C. Ketler
E. 1930. F. Midland, Penn. S. $5,000.

Claremont—Albert B. Kellogg
E. 1921. P., S. $4,600.

Concord—Louis J. Rundlett
E. 1885. F. Penacook. S. $5,000.

Conway—John H. Fuller
E. 1926. F. Lancaster. S. $4,300.

Derry—Carl Cotton
E. 1920. F. West Springfield, Mass.

Franklin—Fred S. Libbey
E. 1922. F. Hopkinton. S. $3,500.

Keene—Walter E. Hammond
E. 1930. F. Millburn, N.J. S. $4,000.

Laconia—John S. Gilman
E. 1917. F. Lisbon. S. $4,400.

Lancaster—William G. Fuller
E. 1928. F. New Paltz. S. $3,500.

Lebanon—William J. English
E. 1925. F. Walpole. S. $4,400.

Littleton—Gaius H. Barrett
E. 1928. F. Hopkinton. S. $3,600.

Manchester—Louis P. Benezet
E. 1924. F. Evansville. S. $9,000.

Milford—Harold C. Bales
E. 1919. F. Philadelphia, Pa

Nashua—Charles H. Noyes
E. 1920. P., S. $4,350.

Newmarket—Chester W. Doe
E. 1928. P., S. $3,500.

Newport—Frank A. Morris
E. 1930. F. Stoughton, Mass.

Northumberland—Eugene S. Foster
E. 1923. F. Maine. S. $3,800.

Peterboro—Lawton Chase
E. 1926. F. Charlestown. S. $3,700.

Portsmouth—Harry L. Moore
E. 1925. F. Hampton. S. $5,100.

Rochester—William H. Buker
E. 1923. F. Meredith. S. $4,000.

Somersworth—Howard L. Winslow
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ESSENTIALS OF BIOLOGY. By W. H. D. Meier, State Teachers College, Framingham, Mass., and Lois Meier, State Teachers College, Trenton, New Jersey. Cloth. 529 pages. Boston: Ginn and Company.

This is a new treatment of a very modern phase of science. There are ten units. They may be used in any order desired by the school or class.

Unit I, two chapters: Interdependence of Living Things.

Unit II, three chapters: Transformation of Inorganic Matter Into Organic Substances.

Unit III, five chapters: Relation of Animal Organizations to Their Environments.

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Unit V, five chapters: Relation of Plants to Their Environment.

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Unit VII, eight chapters: Application of Biologic Principles to the Human Body.

Unit VIII, three chapters: Health Activities.

Unit IX, three chapters: Economic Biology.

Unit X, three chapters: Improvement of Plant and Animal Life.

These fifty-one chapters of the ten units cover the science of biology as it has been treated nowhere else.

It is beautifully, scientifically illustrated. It is attractive in every feature, and exceedingly practical in all of its suggestions.

MENTAL MEASUREMENT OF PRE-SCHOOL CHILDREN WITH A GUIDE FOR THE ADMINISTRATION OF THE MERRILL-PALMER SCALE OF MENTAL TESTS. By Rachel Stutsman, Ph. D., psychologist of Merrill-Palmer Schools. Cloth. 368 pages. Yonkers-on-Hudson, New York: World Book Company.

We are inclined to think that Rachel Stutsman, under Lewis M. Terman, has struck the trail we all have sought since we tried to measure human education.

Inspiring as many vistas have been nothing has been quite satisfactory. From the first glimpse of the tinge of light there has been hope, rejoiceful hope, but it has been a life faith in hope of hope of faith.

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OUR BOOK WORLD. By Florence Piper Tuttle. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

Florence Piper Tuttle has created "Playing Days" as a Primer; "Doing Days" as a First Reader; "Real and Make Believe" as a Second Reader; "In the Workshop" as a Third Reader.

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HUMAN LEARNING. By Edward L. Thorndike, Teachers College, Columbia University. New York: The Century Company.

This is one of the really great books on education, copyrighted in 1931.

Without any question Dr. Edward L. Thorndike has placed himself at the head of the philosophic thinkers in education of today. He has created a line of philosophic thought that satisfies him and satisfies those who want to know what to learn and how to learn it.

Dr. Thorndike's major is education, has always been education. He believes education is a great factor in civilization. He believes that the chief business of education is learning, is learning things worth knowing, is learning how to learn more, and how to make good use of what one learns.

The disciples of Dr. Thorndike know what is worth learning, how to learn it for use, how to use what they learn for the improvement of civilization.

I flatter myself that I have studied leading educators in their professional activities, for sixty years, as closely as has any one.

I have made this my major. It has been one of my leading sources of personal education. The great achievement of Dr. Thorndike is his ability to make education his business and to mind that business.

It is surprising how many people who prepared to make education their business cannot make it their business to be educators.

No one is an educator who does not make education his business.

"Human Learning," by Dr. Edward L. Thorndike, is the most definite aid in learning how to learn, and to make it clear why learning in that way is scientific, that we have seen.

THE RETURN OF THE NATIVE. By Thomas Hardy. Edited with Introduction and Notes by Irene M. Haworth, Scarsdale, New York. Cloth. 506 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

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Books Received

"Art in the Infant and Junior School." By A. G. Hannah. — "Sentence Method Practice." By Cole and Field. — "Simple Reading Steps: Steps 9, 10, 11, 12." By MacKenzie and Tarrant. — "The New Senior School." By T. P. Gunton. London, England: The Grant Educational Company.

"New Workbook in American History." By Bishop, Robinson, Wheeler. Boston: Ginn and Company.

"Fact and Story Readers." Book V. By Suzzallo, Freeland. "Fact and Story Readers." Book IV. By McLaughlin, Skinner.—"Children's Songs for Every Day." By Bernice Frost. New York: American Book Company.

EDUCATION IN ACTION

Depression Causes Schools to Suffer

Survey Made by Dr. Miller of Columbia University Shows Wide Trend Toward Cutting of Teachers' Salaries

The economic depression is beginning to have disastrous effects upon the schools of this country, according to the results of a survey conducted by Clyde R. Miller, director of the Bureau of Educational Service at Teachers College, Columbia University.

Salary reductions and "false economy" in the selection of inexperienced teachers are causing harmful results in the type of training the students are receiving, Dr. Miller concludes. The efficiency and morale of both the teaching staff and the students are being hurt, the survey reveals.

"Next year the effect promises to be even more pronounced," declares Dr. Miller. "During the first year of the depression the results were not evident in schools. As far as the public school systems were concerned taxes had been paid.

"Moreover, there was a sufficient reserve in the hands of the taxpayers and parents to meet the obligations of school costs throughout that year. Within the year 1930-31 much of this reserve had been used. In a great many communities throughout the country property owners have been unable to meet their tax bills. The result is being seen now in action taken by boards of education. These boards are reducing teachers' salaries five per cent., ten per cent., and more. They are adding to the teaching load by making classes larger.

"Every mail that comes to my desk contains letters from teachers and school administrators who tell of actual or projected reductions in salaries and school operating costs.

"The effect of salary cuts and reduction of personnel probably will be bad in most cases. In many school systems the teaching load already is too high, and good teachers are far from overpaid. The necessity to economize is causing many boards to fill such vacancies as occur with very young, poorly-trained and inexperienced teachers. Naturally the results, so far as the pupils are concerned, are not the best."

Alien Schools Scored As Menace to Turkey

An attack on foreign educational institutions in Turkey was revealed to have been made at a recent meeting of the Association for Fostering Turkish Culture held at the American College in Smyrna. Mouheddin Bey, president of the association, said in a speech that Turkish children in foreign schools had to guard against two dangers, religious propaganda and ideas contrary to the spirit of nationalism. The history of the college, he said, proved clearly that it was a missionary institution. As missionaries worked in countries which were enfeebled, he asserted, it followed that Turkey was regarded as such a country. Past experience, indeed, he continued, had shown that Turkish students who entered as good Mohammedans had graduated wearing crosses on their breasts. Therefore, he argued, it was time they should safeguard themselves against such institutions. Mouheddin Bey's speech was loudly applauded, but as soon as the applause ended the head of the college adjourned the meeting despite protests of the students. It is said now that Mouheddin Bey will be expelled from the college, and in event of his being called on to leave that all the Turkish students would go with him.

Women Rush Food to Schools

Ten thousand school children in Los Angeles were aided during the month of June by thousands of women putting up lunches and rushing them to the public schools. The announcement early in June of the tenth district parent-teacher congress that its funds had been exhausted with expenditure of more than $200,000 since the beginning of the school year met with immediate response. Hundreds of automobiles were pressed into service to meet the emergency. Demands for free milk and lunches, as well as financial aid, were tremendous. The year's allotment from the community chest, the city, and from funds donated by parent-teacher associations was all spent, and even money borrowed from banks on personal notes of the parent-teacher officers was exhausted by June 1. A city-wide response assured the parent-teacher welfare workers that sufficient milk and lunches would be provided to feed the hungry school children until school closed.

Louisville College To Open for Negroes

The Louisville, Ky., Municipal College for Negroes, the first fully accredited college for negroes to be supported by a municipal government, will open in September, Dr. Rufus E. Clement, dean, announced. The college will offer courses in four years' work to an estimated enrollment of 150 students. The curriculum will include natural and social sciences, languages and literature. The college was established with the proceeds of a municipal bond issue in 1925, of which $100,000 was set aside to purchase grounds and buildings.

Hands Off Policy On Bible Teaching

Dr. William J. O'Shea, superintendent of New York City schools, said recently that the policy of the Board of Education with respect to the religious instruction of high school students was one of hands off. He said that the circularization of the students in the two high schools, the Theodore Roosevelt and the Manual Training, carried on by the Greater New York Interfaith Committee, had been done without his consent, and when he learned of it he banned further work of this kind. The circularization had been authorized by Dr. Harold G. Campbell, deputy superintendent, while Dr. O'Shea was ill. Dr. O'Shea said he had no objections against the proposed teaching of religion to high school students in church edifices after school hours. "Let the rabbis, ministers and priests do their part in the pulpit, and we will do ours by opening the school doors for all pupils on the days agreed upon for religious instruction," said Dr. O'Shea.

Open School Yards For Summer Period

Dr. William J. O'Shea, superintendent of schools in New York City, announced that 441 open-air playgrounds adjoining public schools of the city would be open from July 1 to August 28 in the afternoons from 1.30 to 5.30 o'clock. Another fifty-nine play fields are to be available for evening use. Of the 441 yards, 113 are in Manhattan, eighty-three in the Bronx, 164 in Brooklyn, sixty-eight in Queens, and thirteen in Richmond. The Board of Education has arranged to supply a complete chest of play equipment for each yard. The number of playgrounds to be open this summer is the same as last year.

Urges Avocation For Richer Life

The importance of having an avocation which will make for a richer and more complete life, not only for the individual, but eventually for a nation, was stressed recently by President Daniel L. Marsh, of Boston University. "If there is any fad today in education," President Marsh declared, "it is the twin fads of 'I. Q.,' intelligence quotient, and that of personal guidance. We aim to educate the individual and train him for the particular field into which his native talents fit the best. This alone is not enough. We must train him so that his vocation will provide an avocation. Thus we seek to rejuvenate society, and make a richer, fuller life for every one."

Berlin Pupils Have Own Savings Funds

More than 100,000 Berlin children have their own savings account. Not bank accounts! They are not the children of well-to-do parents. Saving, however, is made easy for them. In 450 Berlin schools, for instance, the boys and girls are able to purchase a "savings stamp" for ten pfennigs. This is pasted on a card, and when three marks' worth of stamps have been assembled, the card is taken to the Municipal Savings Bank and converted into cash, or, if desired, an account is opened for the child, into which the money is paid. Last year 2,500,000 stamps were sold in this manner, totaling 250,000 marks. The city also gives every child a savings box if it would like to have one. The key is in the possession of the savings bank. Every two years the box is emptied, and the money paid into the bank. Last year 50,000 boxes were emptied, yielding 1,500,000 marks.

Held by Bandits To Teach Language

The Rev. Bert Nelson, American missionary, who was captured by Hupeh Communist bandits in China eight months ago, has sent a letter to Shanghai, announcing that the outlaws have decided to keep him permanently at their headquarters to teach the outlaw army English. The bandits demand that Mr. Nelson's mission send 120,000 feet of telephone wire, a piano and an organ as ransom for his release, but Rev. Mr. Nelson says the demands are not serious and that the outlaws are piling up impossible requests because they do not wish to free him. He adds that his health has improved.

Spain Plans To Build Schools

A program for building 27,000 schools in Spain was announced by the Minister of Education, Marcelino Domingo, who stated that 7,000 of them would be completed within a year. Some of the schools will be constructed with funds obtained from the cutting down of the Moroccan military budget. In making the announcement, Senor Domingo said: "This one measure alone justifies the existence of the republic. The youth of Spain is at last to be taught, and this was more than the monarchy was able to guarantee in fifty years." A shortage of teachers has always handicapped Spanish state education, and the Minister stated that normal schools would be opened in Madrid this summer.

Jail Parents for Letting Children Strike

More than 1,000 sentences of two to three days in jail have been meted out to parents of children in Brunswick, Germany, who participated in a school strike early in April. Anton Franzen, National Socialist Minister of the Interior for the State of Brunswick, and the only "Nazi" now in office anywhere in Germany, has 1,500 more such orders on his desk awaiting his signature. Protests of parents are proving unavailing against the "invitations" to spend a few days as guests of the goverment. Social Democratic members of the local Diet have brought in a bill calling for amnesty to all the parents, but whether the bill will pass is problematical.

Kansas Firemen Go to School

One of the services conducted by the Extension Division of the University of Kansas is a firemen's short course, held at the state capital every summer in co-operation with a committee of the Kansas State Firemen's Association, as authorized by the State Legislature. Firemen from all over the state attend, and the program includes such topics as new methods of fire fighting, drills and training in life saving, first-aid instruction, and even such academic subjects as the chemistry of fire and the hydraulics of fire streams.

Aviation School Opened in Georgia

The new Guggenheim School of Aeronautics was dedicated and three honorary degrees in natural science awarded at the forty-first commencement of the Georgia School of Technology. Among the recipients was Harry F. Guggenheim, United States ambassador to Cuba and prominently identified with American aeronautics. Edwin P. Warner, New York, editor of Aviation, delivered the commencement address.

Coe College Students Give Teachers Rating

Professor C. H. Geiger, of Coe College, Cedar Rapids, Ia., has worked out a system whereby students of the college can tell their professors what they think of them. The system includes a group of questionnaires, which rate the professors on their efficiency in planning and conducting courses, enthusiasm and earnestness in teaching, preparedness for lectures, ability, friendliness and sympathy with student problems.

College Gives Degree Denied 22 Years Ago

Twenty-odd years ago James A. McKee, then of Portsmouth, was a student in the college of agriculture at Ohio State University. His degree was withheld on a technicality. By special action of the faculty, McKee received the degree of bachelor of science in agriculture as of the class of 1909 at the annual commencement this year. He is now engaged in agriculture extension work in Vermont.

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Youth Sets Attendance Record

Samuel Clifford Winnett, seventeen, of Long Branch, Pa., was graduated in June from the Charleroi High School with a perfect attendance record for the four-year term. Added to this is four years of perfect attendance at the Jackman School. Records at the grade school show young Winnett was neither tardy nor absent during the four years. The nearest street car line is four miles from the Winnett farm. When he started to attend the Charleroi High School he was too young to drive an automobile, so he walked to the street car. Every school day for four years the youth, as regular as the mail carrier, trudged along the none-too-good country roads, and at the end of the day walked four miles home.

Kansas Student Requirements

Students in the School of Business at the University of Kansas must hereafter make passing grades in at least sixty-five per cent. of their work if they are to remain in classes. Heretofore those who passed in sixty per cent. were permitted to keep on, but the more strict rule has been adopted for the future.

Harvard Trains Prison Executives

For the first time in America a law school has undertaken the task of training men to be professional administrators of penal and correctional institutions and kindred agencies. The project is to be attempted, beginning next fall, by the institute of criminal law of the Harvard Law School. At that time a small group of college graduates, selected on the basis of promising records, will begin two years of theoretical and practical work, including courses at the law school and in other departments of Harvard University.

Tests Determine Personality

Successful experiments utilizing special methods of study of the human personality have been made at the University of Geneva to determine the individual's intellectual, emotional and moral characteristics, and his suitability for posts of responsibility in public or private institutions. The experiments comprise tests of the quality of speech and inflection of the voice as indications of temperament and character. The new method, called psycophonetic, is expected to determine the qualities of intellect, strength and continuity of will, sincerity, frankness and their opposites.

Class Numerals Now Fill Stones

When stone carvers complete the cutting of the numerals of this year's graduating class of Princeton University into the keystone of a basement window of historic Nassau Hall, to mark the planting of the class ivy by the seniors, the last of the blank stones will have been used. University officials are in a quandary as to the placing of the numerals of future classes. The tradition has been followed for sixty years. The insertion of special stones in the wall of the building, a procedure followed by some of the early classes, or the use of the keystones of windows above the first floor have been suggested.

School Recess To Dig Potatoes

The Moore Township school district in Northampton County in Pennsylvania planned a school schedule to include a two-week recess during the potato digging season. According to the plan the schools will be opened on August 24, two weeks earlier than usual. When the potato season arrives the directors will close the schools for the two-week period to permit children to assist at their homes in digging the potatoes.

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GRINS BETWEEN GRINDS

Religious Grounds

A colored woman consulted the village lawyer.

"Ah wants to divorce mah husband," she said.

"What's the matter?" asked the lawyer.

"That nigger's done gone and got religion, and we ain't seen chicken on de table foh two months."

Watching the Soup

A little girl, who had been left to watch the soup, was presently heard to sing out: "Oh, mother, come quick, the soup is getting bigger than the pot."

A Big Bag

A golfer determined to break himself of launching into strong language when things went badly with him. A friend suggested that in order to check the habit, he should pick up a stone and pocket it every time he let slip a bad word.

Returning to the clubhouse after the next game he met his friend, who remarked: "Well, Jack, I see you're reforming. Your pockets are not very heavy."

"No," said the golfer, gloomily, "but wait till you see the wheelbarrow the caddie's got."—Boston Transcript.

Not Guilty

A tramp had been admitted to the casual ward of an English workhouse late one evening, and the following morning he duly appeared before the master.

"Have you taken a bath this morning?" was the first question he was asked.

"No, sir," answered the man in astonishment, "is there one missing?"

False Accusation

"Please stop your pushing," said an irritable old lady to a very fat man standing behind her in jam waiting to get into the theatre.

"Excuse me, madam," said the fat man. "I did not push. I merely sighed."—Capper's Weekly.

Loves an Argument

Judge (in English court)—"You say your wife is disputatious and quarrelsome?"

Complainant—"Yes, your worship. She's that fond of arguing she won't even eat food that agrees with her."

Meetings To Be Held

JUNE

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

29-30: National Education Association, Department of Visual Instruction, secretary, Mrs. Grace Fisher Ramsey, Department of Public Education, American Museum Natural History, New York City: Los Angeles, California.

30-July 5: National Association for the Advancement of Colored People, Secretary Walter White (acting), 69 Fifth Avenue, New York City: Pittsburgh, Pennsylvania.

30: National Education Association, Department of Adult Education, Secretary Alonzo G. Grace, University of Rochester, Rochester, New York: Los Angeles, California.

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SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

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